DOCUMENT RESUME

ED 288 488 IR 012 879

AUTHOR	Murray, David R.; Counts, Edward
TITLE	Media, Technology and Teacher Education.
PUB DATE	[86]
NOTE	12p.; For a related study, see IR 012 880.
PUB TYPE	Information Analyses (070) -- Viewpoints (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Certification; *Educational Media; *Educational Technology; Higher Education; *Inservice Teacher Education; Library Education; *Media Specialists; *Preservice Teacher Education; State Surveys
IDENTIFIERS	*Kentucky Association for Communications and Tech

ABSTRACT

This report presents a summary of the findings and recommendations of a review conducted by the Research Committee of the Kentucky Association for Communications and Technology to investigate the status of teacher preparation in the area of educational media and technology in the state of Kentucky. It was found that there are three different categories of preparation in the field of educational communications and technology in the state: (1) the training and preparation of school library and media specialists; (2) course offerings for the orientation and training of classroom teachers; and (3) the presentation of a variety of in-service institutes and training programs for public school personnel. The courses and degree programs available at eight colleges and universities in Kentucky are discussed, and a short historical overview of state certification is provided. A concluding summary considers working conditions and future issues in education and technology in the state and the nation. (RP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Media, Technology and Teacher Education

by David R. Murray and Edward Counts

ED288488

ABSTRACT:

This article generally traces the status of teacher preparation in the area of educational media and technology in the state of Kentucky. A historical background identified the period when media and technology were introduced to the various levels of teacher education. Current activities of teacher preparation such as degree program offerings for school media specialists; course offerings for classroom teacher preparation; and inservice training programs for professional development are cited. A short overview of certification is also included. The authors suggest that future growth and development in this area will depend a great deal on the general conditions of the education enterprise as a whole and its future.

IR012879

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David R. Murray

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Media, Technology and Teacher Education

by David R. Murray and Edward Counts

Introduction:

The status of teacher preparation in educational media and technology is of crucial concern to the leadership in the national Education Department. So much so, that a blue ribbon commission was established. This commission, consisting of prominent national leaders from business and education, was charged to "spare no expense" in developing the finest report possible. Secretary Terrence Bell, when he met with the task force to charge them with their duties, was reported to suggest that new applications of instructional technology would "turn American education upside down in the years immediately ahead." He further indicated that the report, A National at Risk, presented the problem and that the task force has the opportunity to present the solution.

Although national commissions can generalize to establish a national profile on determining the status of teacher preparation in educational media and technology, it is important to review these conditions at the state and local levels. In this way, we will be in a better posture to make recommendations based on observable state wide conditions. Our national affiliate, the Association for Educational Communications and Technology (AECT), played a major role in reporting the professional position on this issue to the task force. They continue to be involved by providing data and forms of expertise as requested by the Department of Education.

Likewise, the Kentucky Association for Communications and Technology (KACT), has assumed similar responsibilities at the state level. This year, the Research Committee has elected to investigate the status of teacher education preparation in regards to media and technology throughout the Commonwealth. This report is a summary of the findings and recommendations based on this review.

Project Goals

The following project goals were defined to provide a sense of direction to the review. Furthermore, the goals also by their nature, assist in establishing limitations.

- To review and identify historical trends in media and technology as they relate to teacher education.
- To review all library, media and technology programs in the Commonwealth of Kentucky at state supported institutions.
- To review specific course offerings in media and technology as they relate to the support and training of teacher education programs.
- To review state certification requirements as compared with other states for school media specialists.
- Identify trends and make future recommendations.

Program Preparation

There exists three different categories of preparation in the field of educational communications and technology as it relates to the area of teacher education within the Commonwealth of Kentucky. These three areas include, the training and preparation of school library and media specialists, course offerings for the orientation and training of classroom teachers and the presentation of a variety of inservice institutes and training programs for public school personnel.

School Media Specialists

The various programs designed to provide training in the field of school library-media are geographically located in many parts of the state. This provides easy access for any student interested in pursuing this area of study. The institutions which currently are listed on the Council on Higher Education taxonomy of degree offerings include Eastern Kentucky University, Morehead State University, Murray State University, the University of Kentucky and Western Kentucky University. Eastern Kentucky University and the University of Kentucky offer a baccalaureate

level of preparation. Eastern Kentucky University, Morehead, Murray and Western are approved to offer graduate level areas of preparation in school media education. In terms of advanced graduate programs in library science, the University of Kentucky is the only accredited program in the Commonwealth of Kentucky system of state supported institutions. The Master of Science in Library Science is offered at the University of Kentucky and is accredited by the American Library Association.

Several school library-media programs are presently planning to submit their programs for review to the National Council for Accreditation of Teacher Education (NCATE). As NCATE is the primary national accrediting agency for teacher education, this should be viewed as a positive step. Our national association, AECT, is an organizational member of NCATE and our members serve as team members in this accreditation review process. This process involved reviewing programs of preparation, instructional resources, support services and facilities.

State Certification

In the summer of 1971, the Kentucky Advisory Committee on Teacher Education appointed a sub-committee on School Library and Media Services. According to the appointment letter to prospective members, the charge of the subcommittee would be "to study and develop recommended certification standards and guidelines for the preparation of professional personnel involved with instructional and learning resources in our schools." The subcommittee's recommendations were to be made to the Council on Public Higher Education and the State Board of Education.

By May 1972, tentative guidelines had been developed for undergraduate preparation for school media librarians. The committee had developed these through studying the certifications from other states and by reviewing standards for school library/media programs as set forth by the Association for Educational Communications and Technology and the American Library Association. Also, for additional suggestions, the proposed guidelines, along with questionnaires were sent to all school media librarians in the state. Finally, the proposed guidelines were submitted to the State Board of Education and the Council on Public Higher Education. On March 28, 1974, the new certification guidelines were approved by the State Board of Education. They became effective for college freshmen during the 1975-76 school term.

Under the new standards, the media librarian did not have to qualify as a classroom teacher, however, preparation was required in learning

theory and teaching methods. Under the old certificate of School Librarian, only 18 semester hours of library science were required. The new guidelines required a major of 30 semester hours. These hours included selection, organization, and management of learning resources and instructional delivery systems such as video tapes, films, filmstrips, audio tapes and various other instructional hardware and software resources, print and non-print. Also included in the new guidelines was the provision for advanced study so that a School Media Librarian may upgrade to the level of School Media Specialist. There was only one preparation program that covered all grades K-12. In summary, the new guidelines still in effect, require a more comprehensive role for the School Media Librarian through an increased emphasis on the importance of media and technology in education.

Under Kentucky statute, the Department of Education is authorized to issue teacher certification in the classification of School Media Librarian. Under 704 KAR 20:145, an applicant may receive provisional certification if he or she has completed an approved program of preparation which corresponds to the teacher education institution standards and the Kentucky standards for the preparation certification of professional school personnel. The provisional certificate is issued initially for a period of 10 years. At this time the certificate can be renewed for another 10-year period upon completion of a planned fifth-year program. The provisional certificate is valid for service as a School Media Librarian in public schools for grades kindergarten through twelve. The curriculum standards for programs of preparation for the provisional certificate consists of a four-year bachelor's degree program. This program should include a general education component, a professional preparation component, and an academic specialization as defined in the Kentucky Teacher Preparation and Certification Handbook.

The School Media Librarian specialization component of the curriculum consists of a major of not less than thirty semester hours which should include the following topic areas:

- Theory and function of school media organization and administration.
- Classification, cataloging and processing of instructional materials.
- Print and non-print curriculum related media.

- Production of instructional materials.
- Selection, evaluation and use of instructional materials.
- Reference and bibliography.
- Literature for children, adolescents and young adults.

The State Education Department does provide a plan for classroom teachers to qualify as a School Media Librarian under TC 71.1 of the Kentucky State Board of Education regulations. Also, a standard certificate for School Media Specialist is established under provisions 704 KAR 20:150. This certificate is issued for a period of 10 years and can be extended for life upon completing three successful years experience as a School Media Specialist or as a School Media Librarian. Curriculum standards include research methodology, graduate level of preparation in media and library study, and graduate level preparation in professional education.

A variety of endorsement of teaching certificates are also provided for under the statutes of 704 KAR 20:146 and 704 KAR 20:140. Information concerning these endorsements can be obtained through the Department of Education, Division of Teacher Education and Certification.

Individual Programs:

The University of Kentucky offers graduate level courses through the College of Education and through the College of Library and Information Sciences. These courses include such topics as utilization of educational media, preparation of instructional materials, instructional television in the classroom, basic instructional design and applications of instructional design. These courses are offered through the Department of Curriculum and Instruction. The College of Library and Information Science offers such courses as cataloging, administration of school library-media centers, children's literature, literature of the adolescent, information resources and services and multi-media materials in the library. Both colleges appear to encourage their students to take courses outside of their respective programs. The graduate catalogue cites twenty-one credits from Library and Information Sciences and another 15 credit hours in instructional media through the Department of Curriculum and Instruction.

Western Kentucky University offers (14) five hundred level courses and (13) four hundred level graduate courses in instructional media and technology. This represents (81) credit hours of possible offerings.

Although Morehead State University has generally phased out their graduate program in instructional media because of reduced enrollments, it does offer media courses for teachers. Twenty-one (21) courses were listed in the catalog. This represents (63) credit hours in undergraduate and graduate courses.

Murray State University provides at least (15) credit hours. They include courses in the preparation of curriculum materials, introductory concepts and audio-visual equipment utilization, an overview of school library media centers and an orientation of print and non-print media.

The University of Louisville offers approximately (12) credit hours in instructional media. This would include such courses as instructional system design, theory of individualized instruction, materials production, audio-visual equipment utilization and an introductory concepts course. In addition, several departments offer courses in methods and materials for teaching.

Eastern Kentucky State University offers media and instructional technology courses in both the Department of Curriculum and Instruction and in the library science area. Eleven courses (11) were identified. These offerings included children's literature, cataloging, organization and administration of school media centers and production courses.

Kentucky State University and Northern Kentucky University have the least offerings among the state supported universities. Kentucky State offers a course in educational media instruction. This course deals with selection and evaluation concepts, production of instructional materials, effective utilization and a simple orientation to concepts, principles and techniques. Northern Kentucky University lists three graduate level courses. They include the evaluation of instructional materials, utilization of media resources and programming in-service.

State Wide In-Service Training

It is far beyond the resources of this report to attempt to identify all activities concerned with the level of in-service training that takes place within the Commonwealth. Generally speaking, most institutions of

higher education provide some form of in-service training for their teaching staff. In addition, many provide this type of professional development activity to public school teachers in and around their respective institutions as an integral part of the institution's public service mission.

Professional learned societies such as the American Society for Training and Development (ASTD), the Kentucky School Media Association (KSMA), the Kentucky Library Association, Kentuckiana Metroversity and The Kentucky Association for Communications and Technology (KACT) also provide a certain level of professional development.

The Kentucky Education Department provides a variety of in-service programs directed towards improving the general state of teacher educators in the area of new technologies. Lydia Wells Sledge, director of the Unit for Mathematics and Science reported that since November of 1982, the Department of Education sponsored or co-sponsored 9 microcomputer conferences, 8 of which were directed towards teachers and instructional personnel. The remaining one was directed at school administrators. She further indicated that attendance at these conferences averaged around 200, giving a grand total of just under 2,000 in attendance. Efforts towards bringing about a certain level of computer literacy are among the priorities of the unit. Such topics as planning for computer utilization, software evaluation and review, integrating computers into curricula, instructional design considerations and many others were introduced.

Kentucky Educational Television also is another state agency committed to promoting better education through the intelligent use of media and technology. Kentucky Educational Television (KET) provides help to school districts in the use of instructional television and the evaluation of microcomputer software. Six regional utilization specialists conduct workshops, schedule regional meetings with school personnel, and suggest ways of implementing new instructional television programs offered through KET. The Utilization Specialists will tailor workshops to the needs of individual schools. Each one covers about 30 school districts. KET also provides technical assistance to school districts in the operation and maintenance of television equipment.

With the increased awareness of the instructional value of the microcomputer in recent years, KET started offering workshops in microcomputer software evaluation for the public schools. These evaluations are based on evaluation profiles from EPIE.

Soon after KET went on the air, the United States Office of Education funded Project MUST to Western Kentucky University. The MUST stood for Multimedia Utilization of State wide Television. During the summer of 1968, 69, and 70 workshops were offered for graduate credit at the University of Kentucky and the regional universities. The purpose of the program was to provide opportunities for teachers to learn proper utilization methods for various types of instructional media, including instructional television.

Summary

Although the availability of data is extremely limited concerning the actual practices of teacher education and the preparation of teachers in educational media and technology, one can assume that Kentucky at best, reflects similar conditions to that of teacher education in general.

Over the course of several years a variety of reports at the national level have emerged. We have previously mentioned a Nation At Risk. The Ford Foundation, The National Institute on Education and the Carnegie Commission have similar reports citing similar adverse conditions. To compound these issues, many other reports are suggesting that demographic, changes in student enrollments and high attrition rates may affect the teacher work force dramatically. These changes may even lead to serious shortages of qualified educators. Supply and demand imbalances are beginning to slowly emerge in different parts of the country.

Linda Darling-Hamond of the Rand Corporation provided a scenario describing typical working conditions of educators today. She begins by saying, "Imagine that you are a high school English Teacher. You have at least a master's degree (as do most teachers today) and you would like to impart to your students the joys of great literature and the skills of effective communication. You have at your disposal a set of 100 textbooks for your 140 students. You cannot order additional books so you make copies of some plays and short stories, at your own expense, and you jockey with the 50 other teachers in your school for access to one of the two available typewriters so that you can produce other materials for your class. You stand in line after school to use the secretary's telephone to call parents of students who have been absent or are behind in their work.

You spend roughly 12 hours each week correcting papers, because you believe your students should write a theme each week. You feel guilty that this allows you to spend only 5 minutes per paper. You spend another 6 hours each week preparing for your five different sections, mostly writing up the behavioral objectives required by the system's curriculum guide, which you find meaningless and even counter productive to your goals for your students. You do all of this after school hours, because your one preparation period is devoted to preparing attendance forms, doing other administrative paperwork, and meeting with students who need extra help. Between classes, you monitor hallways and restrooms, supervise the lunch room and track down truants.

You are frustrated that the district's new competency-based curriculum is forcing you to spend more and more of your time teaching students to answer multiple-choice questions about the mechanics of grammar. Meanwhile, your efforts to teach writing and critical thinking are discouraged, as they do not seem to fit with the district's mandated curriculum and testing program. You have no input into decisions about curriculum, teaching methods, materials, or resource allocations. You will, of course, never get a promotion; nor will you have an opportunity to take on new responsibilities. You receive frequent feedback about public dissatisfaction with schools and teachers, but little reinforcement from administrators or parents that your work is appreciated. Sometimes you wonder whether your efforts are worth the $15,000 a year you earn for them."

It is suffice to say that until national, state and local governments begin to address the poor working conditions in general education, the field of educational media and technology will not markedly improve. This is in part due to the unique supportive role that media and technology assumes in relation to the teaching and learning process.

The last two decades have produced an abundance of research that clearly demonstrates that students have different learning styles, and that effective learning and teaching vary depending on the stages of the student's development and his or her individual learner characteristics. Given this understanding, diagnosing learning needs and matching those different needs to the appropriate method of instruction is critical. Experienced teachers are quite aware of this body of knowledge. They are also aware that intelligent and skillful use of media and technology can assist them in bringing about both efficient and effective instruction to meet the individual needs of the student. Both history and the literature of our field has shown us that if teachers are trained in the use of media

and technology and are provided access to it, they will use it. Further, they will use it with appropriate strategies to improve their students' abilities.

When and if our society decides to support education and recognize it as a profession, media and technology will assume a greater role than ever before. The field may even assist in undertaking several tasks that are routine, time-consuming and sometimes diminish the level of satisfaction of their work. Dr. Leroy Hay describes these tasks as dispensing tasks. This would include giving out repetitive information, evaluating student responses, etc. Microcomputers, for example, could assume this type of drill and practice activity. Even tutorial programs could be used to teach concepts or provide remediation. With appropriate use of technology, teachers can be more responsive to the special needs of students who need more help. Moreover, closer working relationships can be permitted as direct applications free up teachers and give them a little more mobility within the classroom.

Dr. David R. Murray is a member of the Faculty of Education at Siena College in Loundonville, New York. Dr. Edward Counts is a member of the Faculty of Education at Western Kentucky University, Bowling Green, Kentucky.